Reading Alignment--Grade 6

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| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Narrative Text RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Analyzes text, citing evidence and making inferences | F&P Benchmarking  Making Meaning Assessments  Comprehension Toolkit Annotated Rubric for making inferences, summarizing and synthesizing  Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine  Paterson’s The Tale of the Mandarin Ducks to support their analysis of the perils of vanity. [RL.6.1] |  |
| RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Determines central theme and summarizes using key details in the text. | F&F Retelling rubric  On-Demand Writing  Making Meaning assessments  Comprehension Toolkit annotated rubric for summarizing and synthesizing |  |
| RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | Describes development of plot and characters throughout a text. | F&F Retelling Rubric  Making Meaning assessments  Anecdotal Records |  |
| RL.6.IA1. employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | F&P Benchmarking  Making Meaning assessments  F&P Guide for Observing and Noting Reading Behaviors |  |
| RL.6.IA.2. Read on level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. | Reads grade level text with sufficient accuracy and fluency to support comprehension. | F&P Benchmarks  F&P Six Dimension Fluency Rubric  DIBELS  Reading logs  F&P guide for Observing and Noting Reading Behaviors |  |
| Craft and Structure |  |  |  |
| RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | Determines the meaning of words and phrases. | F&P Benchmarking  F&P Word List gr 6  Making Meaning assessments  F&P Vocabulary test-synonyms, antonyms, analogies, homographs, homophones |  |
| RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyzes portions of text as it relates to the overall structure. | District created observation checklist  Anecdotal notes  BAW rubric?  Students analyze how the opening stanza of Robert Frost’s “The Road Not Taken” structures the rhythm  and meter for the poem and how the themes introduced by the speaker develop over the course of the text.  [RL.6.5] |  |
| RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. | Explains how an author develops the point of view. | BAW rubric?  District created observation checklist noting point of view-development  Making Meaning assessments  Students explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in  her story “Eleven.” [RL.6.6] |  |
| Integrate Knowledge and Ideas |  |  |  |
| RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting (see and hear) when reading the text to what they perceive when they listen or watch. | Compares and contrasts modes of experiencing literary elements in text and media. | Reader’s Theater  District created rubric for visual and multimedia elements  Tech?  Students compare and contrast the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on  them to the effect they experience from a multimedia dramatization of the event presented in an interactive  digital map (http://www.paulreverehouse.org/ride/), analyzing the impact of different techniques employed  that are unique to each medium. [RL.6.7] |  |
| RL.6.8 (not applicable to literature) |  |  |  |
| RL.6.9 Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Compares and contrasts texts in different genres. | District created observation checklist  Multi-Venn diagrams |  |
| Range and Text Complexity |  |  |  |
| RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reads and comprehends sixth grade level stories, dramas and poetry independently and proficiently.  Enjoys reading to self and others. | Reading logs, F&P Benchmarking kit  F&P Guide for Observing and Noting Reading Behaviors  Anecdotal notes |  |
| Reading Standards for Informational Text |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Informational Text RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Analyzes informational text citing evidence from text and inferences. | F&P Benchmarking – non-fiction  Social Studies DBQ  National Geographic assessments  Comprehension Toolkit annotated rubric for making inferences |  |
| RI.6.2. Determine central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Summarizes informational text using key details and examples. | F&P Benchmarking-non-fiction  Social Studies DBQ  F&F Retelling rubric  National Geographic assessments  Comprehension Toolkit annotated rubric for summarizing and synthesizing |  |
| RI.6.3. Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (through examples or anecdotes). | Analyzes development of individuals, events, and ideas. | District created observation checklist  F&F Retelling Rubric  Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed  to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life. [RI.6.3] |  |
| RI.6.IA1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | Making Meaning assessments  F&P Benchmark kit-non-fiction  F&P guide for Observing and Noting Reading Behaviors  National Geographic assessments |  |
| RI.6.IA.2. Read on level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. | Reads grade level text with sufficient accuracy and fluency to support comprehension. | F&P Benchmarks-non-fiction  F&P guide for Observing and Noting Reading Behaviors  National Geographic assessments  Making Meaning assessments  F&P Six Dimension Fluency Rubric  DIBELS |  |
| Craft and Structure |  |  |  |
| RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings. | Determines the meaning of content area vocabulary. | F&P Word Features Test  F&P Vocabulary Tests  Vocabulary (Marzano)?  Making Meaning assessments |  |
| RI.6.5. Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. | Analyzes portions of text as it relates to the overall structure. | Making Meaning-non-fiction  District created observation checklist  F&P Guide for Observing and Noting Reading Behaviors |  |
| RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | Determines the author’s purpose and the development of text. | Making Meaning assessments  District created observation checklist noting point of view, purpose  Anecdotal notes  Social Studies DBQ |  |
| Integrate Knowledge and Ideas |  |  |  |
| RI.6.7. Integrates information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | Uses multiple sources of information to demonstrate understanding of concepts. | District created observation checklist  BAW?  Social Studies DBQ, Science thesis statement  Tech? |  |
| RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | Evaluates arguments and claims within text. | Comprehension Toolkit annotated rubric for determining importance  District created observation checklist  Anecdotal records  Students trace the line of argument in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament  and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts,  reasons, and evidence, and which are not. [RI.6.8] |  |
| RI.6.9. Compare and contrast one author's presentation of events with that of another (a memoir written by and a biography on the same person). | Compares and contrasts authors’ writing on the same topic. | District created rubric  Anecdotal records  Venn diagram |  |
| Range and Text Complexity |  |  |  |
| RI.6.10 By the end of the year, read and comprehend literary non-fiction in the grades 6-8 in the text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reads and comprehends sixth grade literary non-fiction independently and proficiently. | Reading logs,  F&P Benchmark-non-fiction |  |
| Language Standards |  |  |  |
| Conventions of Standard English  LC.6.1. Demonstrates commands of the conventions of Standard English. | Conventions LC.1 Applies conventions of grammar and usage. | a-e from ICC (grammar and usage)  BAW Rubrics |  |
| LC.6.2. Demonstrates command of the conventions of mechanics, punctuation and spelling. | LC.2  Applies conventions of mechanics, punctuation and spelling. | BAW Rubrics  DOL Daily writing |  |
| Knowledge of Language  LK.6.3. Uses knowledge of language and its conventions when speaking, writing, reading or listening. | Knowledge of Language LK.3 Applies language conventions when writing, reading, speaking or listening. | Baw Rubrics  District created rubrics noting-Varying sentence style, transition phrases, |  |
| Vocabulary  LV.6.4. Clarifies multiple meanings of words and phrases | Vocabulary LV.4 Determines meaning of unknown and multiple meaning words and phrases. | F&P Vocabulary Assessments in benchmark assessment kits  F&P Guide for Observing and Noting Reading Behaviors  District created observation checklist  a-d from ICC (vocabulary)  uses context as a clue to the meaning of word or phrase  uses common, Greek/Latin affixes and roots as clues to meanings of words (ex audience, audible, auditory)  consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word  verify the preliminary determination of the meaning of a word or phrase |  |
| LV.6.5. Understanding of figurative language, word relationships, nuances and word meanings. | LV.5 Understands figurative language, word relationships, nuances and word meanings. | F&P Vocabulary Assessments from Benchmark assessment kit  a-c from ICC  personification, metaphors etc in context  interpret figures of speech  uses the relationship between different words (cause/effect, item/category, etc) to better understand each of the words  distinguish between the connotations (associations) of words with similar denotations (definitions) |  |
| LV.6.6. Acquire and use accurately grade appropriate general academic and domain specific phrases and words. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | LV.6 Determines the meaning of content area vocabulary |  |  |